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ABSTRACT

A project was designed to promote innovation in instructional procedures, curriculum development, collaborative community involvement, and staff development for incremental improvements in a comprehensive K-12 career education program. The fifteen project components focused on (1) applications of basic skills (reading, writing, and math) in regular classrooms to real and simulated experiences; (2) increased variety of career awareness, exploration, and preparation experiences; (3) improved student understanding of basic economic principles; (4) improved parent involvement; (5) development of a community-wide career education advisory council; and (6) extensive staff development to improve integration of career education activities in regular classrooms. By the end of the project period over 50% of the students in the Monterey Peninsula Unified School District were involved in one or more of the project activities. Outcome evaluations of the implemented components showed improvements in expanding students' repertoire of interests, economic understanding, and increased knowledge of various career options; no consistent increase in students' achievements in the basic skills as measured by standardized tests which could be attributed to career education activities; and improved staff understanding and involvement in career education activities. (Each component is presented in a one-page format, including objective, activities, evaluation plan, and findings.) (Author/YLB)

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INCREMENTAL IMPROVEMENT OF A K-12 CAREER EDUCATION PROGRAM

PROJECT DIRECTOR

H. WAYNE MCDANIEL

Period covered by this report 7-1-77 to 6-30-78

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Grantee: Monterey Peninsula Unified
School District
P.O. Box 1031
Monterey, CA 93940

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REPORT ABSTRACT

The project was designed to promote innovation in instructional procedures, curriculum development, collaborative community involvement and staff development which will result in incremental improvements in a comprehensive K-12 career education program.

Major Activities:

The program activities focused on (1) the applications of basic skills (reading, writing and math) in the regular classrooms to real and simulations of the adult world; (2) increased variety of career awareness, career exploration and career preparation experiences; (3) a progarm to improve students' understanding of basic economic principles; (4) improved means for securing parental involvement in their children's career awareness; (5) development of a community-wide career education advisory council and (6) extensive staff development as a means to improving the integration of career education activities in the regular classrooms.

Project Participants:

By the end of the project period 54.5% of the students in the district were involved in one or more of the project components.

Evaluation:

All project components were implemented consistent with the project plan with the exception of the two components which had to do with preparation for securing a job at the high school level and career exploration for gifted students.

Outcome evaluations of the various components showed improvements in: (1) expanding students' repertoire of interests, economic understanding and increased knowledge of various career options; (2) no consistent increase in students' achievements in the basic skills as measured by standardized tests which could be attributed to career education activities and (3) improved staff understanding and involvement in career education activities.

SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #1 CAREER AWARENESS

Objective

By June 15, 1978, 90% of the elementary students in the district whose teachers carry out at least three career awareness activities will have acquired at least one new interest and one application in each of the basic skill curriculum areas (reading, language arts, math) through a method that simulates those used by adults in their work and leisure activities.

Component Activities

Both classroom and community activities in support of this objective included: a variety of people from the community visiting the classrooms to talk and demonstrate their vocational and leisure careers; field trips to visit people in the community; interviewing and observing their parents' jobs and making reports on "What I want to do."

Evaluation Plan

Implementation:

Classroom teacher maintained file of career awareness activities conducted during the project period.

Outcome:

Student questionnaires on career related interests and applications.

Findings

86% of the students reported at least one new interest and one application of career related knowledge in each of the basic skills.

N = 4255

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SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #2 CAREER PREPARATION

Objective

By June 15, 1978 those elementary school students in grades 1-6 whose teachers conduct comprehensive career education programs will increase their yearly rate of achievement in reading, language arts and math by an average of one month as compared to the level of achievement of the students in the same grades for the previous year.

Component Activities

Both classroom and community activities in support of this objective included: a variety of people from the community visiting the classrooms to talk and demonstrate their vocational and leisure careers; field trips to visit people in the community; interviewing and observing their parents' jobs and making reports on "What I want to do."

Evaluation Plan

Implementation:

Classroom teacher maintained file of career awareness activities conducted during the project period.

Outcome:

Comparison of mean reading, language and math achievement scores on California Test of Basic Skills of project students with similar students in the same grades and schools for the previous year.

Findings

	Reading	Language	Math	N
Grade 1	No. Dif.	No Dif.	No Dif.	486
Grade 2	+1 mo.	+2 mos.	No Dif.	638
Grade 3	No Dif.	No Dif.	No Dif.	721
Grade 4	+2 mos.*	+5 mos.**	+3 mos.*	764
Grade 5	No Dif.	No Dif.	+6 mos.**	802
Grade 6	No Dif.	No Dif.	No. Dif.	844
			Total	4255

* Significant at the .05 level
** Significant at the .01 level

SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #3 CONSUMER ECONOMICS

Objective By June 15, 1978 90% of the students in the elementary schools who have participated in the consumer economics instructional units will have achieved at the 90% proficiency level the knowledge objectives designated in the units.

Component Activities

The activities in support of this objective were classroom conducted simulations of business enterprises (e.g. supermarkets, restaurants, theaters); family budgets; newspaper advertisements for comparative shopping; stockmarket investing. Each simulation was designed to demonstrate the principles of supply/demand, income/expenses, conservation of resources, needs/wants, decision making and applications of basic academic skills.

Evaluation Plan

Implementation:

Survey of teachers in each grade as to which instructional units were implemented in their classrooms and the amount of time devoted to consumer economics during year.

Outcome:

Comparison of post-test scores of project and non project students in the same grades.

Findings

	Grades 2 - 3		Grades 4 - 6	
	Project Students	Non-project Students	Project Students	Non-project Students
Mean % Items Correct	96.7%	52.3	95.1%	39.4%
N	940	710	660	558

SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #4 WORK ATTITUDE DEVELOPMENT

Objective

By June 15, 1978, 75% of those students at the elementary level whose teachers have conducted programs in developing positive attitudes and habits toward school work, will demonstrate significantly more positive work behaviors during the year.

Component Activities

Four school work attitude indicators were identified which are of most concern to employers. These include: persistence, punctuality, cooperativeness and task completion. Teachers participating in this component were provided guidelines for teaching and reinforcing classroom work habits in these areas.

Evaluation Plan

Implementation.

Principals' observations of teachers using of reinforcement techniques.

Outcome:

Comparison of pre and post ratings of students work habits by teachers.

Findings

	Mean Pre Score	Mean Post Score	p
Persistence	15	26	$<.001$
Punctuality	12	28	$<.001$
Cooperativeness	15	28	$<.001$
Task Completion	9	19	$<.01$

N = 1782

SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #5 PARENT INVOLVEMENT

Objective

By June 15, 1978 those elementary school students whose parents have been involved with them in at least one career education activity in their homes, will be able to demonstrate in their classrooms at least one new skill competency and/or new information on at least one career area not previously known to them.

Component Activities

A series of career related take-home units were developed which parents could use with their children. These included activities which had to do with family budgeting, marketing, job interviews and work observation. Upon completion the students were requested to return the units to their classrooms and demonstrate or report their experiences.

Evaluation Plan

Implementation:

Teacher maintained file of completed units.

Outcome:

Proportions of students reporting or demonstrating a new career related skill or new information on a career resulting from the take-home units.

Findings

78.3% of the students accomplished the objective.

N = 486

SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #6 STAFF DEVELOPMENT

Objective By June 15, 1978, at least 90% of the teacher and administrators in the elementary schools will demonstrate a 90% level of knowledge and understanding of the career education concept, classroom methodologies and district, state and national models of career education.

Component Activities

General inservice was provided to all school faculties by the career education project developer for the elementary level. This was followed by the selection of two career education contact teachers at each school representing the primary and intermediate grade levels who were provided intensive training in classroom methods for integrating career education into the regular curriculum. These teachers in turn were given the responsibility of providing consultant assistance in career education to other teachers in theri respective schools.

Evaluation Plan

Implementation:

Log of inservice activities maintained by the district career education project developer and the school contact teachers.

Outcome:

Comparison of pre and post questionnaire on career education concepts and methods administered to teachers and administrators.

Findings Pre-Program Mean % Items Correct

54%

Post-Program Mean % Items Correct

96%

N = 300 % of Staff Involved = 93.5

SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #7 CAREER PREPARATION

Objective By June 15, 1978 the 7th and 8th grade students whose math and language arts teachers make applications of of their subject matter to what adults do in their work and/or to subject matter usage in daily life, will gain a minimum average of one month in achievement testing over the previous year.

Component Activities

Specific activities in support of the general intent of this component varied with teacher emphasis, but most prominent were such classroom and community experiences as: use of community resource speakers in the classrooms, field trips to the local community, investigations of parents jobs, role playing, report writing, etc. Each activity was carried out in relation to one or more of the basic skills and the applications of these skills to adult career activities.

Evaluation Plan

Implementatation:

Each classroom teacher maintained a file of career activities conducted during the project period.

Outcome:

Comparison of average reading, language and math achievement scores on California Tests of Basic Skills of project students with similar students in the same grades and schools for the previous year.

Findings	Reading	Language	Math
Grade 7	No Diff.	No. Diff.	No. Diff.
Grade 8	+ 1 mo.	No. Diff.	No. Diff.
N = 968			

SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #8 CAREER AWARENESS

Objective By June 15, 1978 at least 90% of the junior and senior high students in all district secondary schools whose math and language arts teachers carry out at least one career education activity in their classrooms will have acquired a knowledge of at least three new applications of the math and language arts content to what adults do in their work.

Component Activities

Specific activities in support of the general intent of this component varied with teacher emphasis, but most prominent were such classroom and community experiences as: use of community resource speakers in the classrooms, field trips to the local community, investigations of parents jobs, role playing, report writing, etc. Each activity was carried out in relation to one or more of the basic skills and the applications of these skills to adult career activities.

Evaluation Plan

Implementation:

Each classroom teacher maintained a file of career education activities conducted during the project period.

Outcome:

Student questionnaires of new applications of math and language skills.

Findings 82% of the students repored on at least three new specific applications of math and language in various occupations.

N = 2168

SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #9 CAREER AWARENESS

Objective

By June 15, 1978 at least 50% of the junior and 75% of the senior high students in all district secondary schools will have acquired new information about the work adults do in at least two occupations of their choice as a result of resource persons from business-labor-industry-professional-government-community visitations to the schools and/or field trips to the community.

Component Activities

Students were surveyed to determine the occupational areas in which they would secure additional information about. Resource people from the community and field trips were arranged by the Community Resource Center based of the stated information needs of the students. During the year 270 persons representing 194 career areas made presentations either at the schools or at their places of business.

Evaluation Plan

Implementation:

Records maintained by the Community Resource Center of all visitations to the schools and field trips taken by students.

Outcome:

Student questionnaire completed following each activity in which they participated as to new career information acquired.

Findings

	% of Students Juniors	% of Students Seniors
Actual	62%	73%
Expected	50%	75%
Difference	+12%	-2%
	N = 541	N = 762

SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #10 CAREER EXPLORATION

Objective By June 15, 1978 at least 75% of the disadvantaged and career handicapped students with special identified career needs will manifest significantly improvements in (1) motivation, (2) self-knowledge and (3) career maturity as a result of participation in career planning decision-making seminars and on-site exploratory experiences in the community.

Component Activities

The interventions included (1) vocational aptitude testing; (2) career interest assessment; (3) self awareness and values clarification activities; (4) community exploratory work experiences; (5) career planning and decision making simualtions.

Evaluation Plan

Implementation:

Log of group activities and individual student's record of community experiences.

Outcome:

Comparison of pre and post program ratings by the students' employers and counselors on work motivation; career maturity (work attitudes, job dependability and work efficiency); and self knowledge (students' request for further assistance in career planning).

Findings Number and percent of project students demonstrating improvements in ratings.

	Disadvantaged (N=45)		Handicapped (N=26)	
	No.	%	No.	%
Motivation	22	49	12	48
Career Maturity	36	80	21	84
Self Knowledge	44	98	23	92

SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #11 CAREER EXPLORATION

Objective By June 15, 1978 at least 90% of the junior and senior students who have participated at least one "hands-on" career exploration experience will have acquired at least one new skill or career-related interest.

Component Activities

Career exploration activities for junior and senior students include (1) work experience in the community; (2) occupational training program in the school; (3) junior achievement and (4) executive internship program.

Evaluation Plan

Implementation:

Log of work experiences each student participated in during the year.

Outcome:

Post program questionnaire to students participating in the program component.

Findings

Percentage of Students Citing New Interests	Percentage of Students Citing New Skills
86%	100%

N = 214

SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #12 CAREER PREPARATION

Objective By June 15, 1978 there will be a 25% increase over the 1977 graduating class in the number of seniors who have at least one entry level occupational skill at a designated criterion competency level.

Component Activities

The effort in this component was to develop specific entry level skills via the regular academic courses as a means of better assisting students who are not enrolled to vocational education courses. Nineteen different entry level skills were identified by classroom teachers which could be achieved in the academic courses at the high school level.

Evaluation Plan

Implementation:

Log of instructional activities carried out by teachers.

Outcome:

Post program questionnaire to students enrolled in the designated courses (math, social studies, English, science, art).

Findings

Percentage of Graduating Class of 1977 Enrolled in Academic Programs Citing New Job Entry Level Skills Acquired in High School Classes	Change Over Graduating Class of 1977
92%	37%

N = 468

SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #13 CAREER PREPARATION

Objective By June 15, 1978 100% of the seniors in schools who have participated in the program on how to get a job will have acquired at least three job getting skills including (1) interviewing for a job; (2) completing a job application; (3) preparing a personal resume and (4) using job opening information sources at a criterion level of proficiency as established by local personnel managers.

Component Activities

As noted in the semi-annual report this component could not be implemented during the year due to organizational changes in the high schools.

SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #14 CONSUMER UNDERSTANDING

Objectiv By June 15, 1978 the students in all district secondary schools who have completed the economics program will have achieved at the 90% proficiency level the minimum knowledge objectives designated for the units.

Component Activities

Economics units were developed and placed in the math and social studies classes at each grade level so that the economic concepts were a natural extention of the knowledge and skillsnormally taught in these programs.

Evaluation Plan

Implementation:

Teacher maintained log of instructional activities relating to the implementation of the economics units.

Outcome:

Comparison of pre and post achievement tests administered to students in the participating classes.

Findings

Mean Scores Math Economics Concepts			Mean Scores Social Studies Economics Concepts		
Pre	Post	Sig. of Diff.	Pre	Post	Sig. of Digg.
38	62	.01	44	73	.01
N = 1442			N = 1608		

SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #15 STAFF DEVELOPMENT

Objectives By June 15, 1978 at least 90% of the teachers and administrators in all district secondary schools will demonstrate at least a 90% level of knowledge and understanding of the career education concepts and classroom methodologies, including district, state and national models of career education.

Component Activities

General inservice was provided to all school faculties by the career education project developer for the secondary level. This was followed by the selection of two career education contact teachers at each school who were provided intensive training in classroom methods for integrating career education into the regular curriculum. These teachers in turn were given the responsibility for providing consultant assitance in career education to other teachers in their respective schools.

Evaluation Plan

Implementation:

Log of inservice activities maintained by the district career education project developer and the school contact teachers.

Outcome:

Comparison of pre and post questionnaire on career education concepts and methods administered to teachers and administrators.

Findings

Mean Pre-Program % Correct	Mean Post-Program % Correct
53%	92%

N = 154

SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #16 CAREER EXPLORATION FOR GIFTED STUDENTS

Objective By June 1978 those high school gifted students who have participated for one semester in a research study internship in a community agency, business or organization and participated in the support research methodology and decision making seminars will have acquired: (1) new applied research and study skills; (2) improved research and decision-making skills; and (3) verified or made modified and more acceptable post high school career plans.

Component Activities

This component not implemented during the project year due to organizational changes within the district. (See Semi-Annual Report).

SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #17 SELF AWARENESS

Objectives By June 30, 1978 a K - 12 grade plan will be developed and implemented for continuously identifying the special abilities, talents, aptitudes and competencies of all students which can serve as a basis for improving the individualization of career development programs.

Component Activities

A survey instrument was developed which contains ten areas of special abilities including: musical, dramatics, communication (written, communication (oral), motavation, learning, artistic, leasdership, planning and creativitiy. Each ability area was specifically defined so as to enable teachers to identify the specific behavior manifestations in students consistent with the ability area. The instrument was tried out at each grade level, modified and placed into general use in the district.

Evaluation Plan

Implementation:

Record of students with special abilities, talents, aptitudes and competencies identified at each grade level.

Outcome:

Not applicable

SUBJECT: COMPONENT ACTIVITIES AND EVALUATION

COMPONENT #18 CAREER EDUCATION ADVISORY COUNCILS

Objective By November 1, 1977 each school which does not now have a functioning career education advisory council either as a part of an existing parent advisory council or as a separate entity, will have established an advisory council with the responsibilities for innovation, planning, evaluating and disseminating career education information.

Component Activities

The career education project developers at the elementary and secondary levels assisted the school principals in the development of the career education advisory councils. This included establishing objectives and organizational procedures for the functioning of each council.

Evaluation Plan

Implementation:

Review of the minutes of meetings maintained by each council.

Findings:

All elementary and secondary schools had developed such councils by December 15, 1977.

DISSEMINATION ACTIVITIES

Local

Intra-district project information was dissemenated via the district newsletter (FOCUS) distributed to all staff members; career education workshops for staff conducted at each level; and school faculty meetings.

Regional/State

A project dissemination meeting was held in the spring of 1978 attended by the career education staff of the California State Department of Education.

Materials

A total of 36 districts from various parts of the country requested and were provided sets of the instructional materials developed during the project period.*

*A complete set of all the instructional materials developed during the project period is enclosed with this report